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**basic education**

Department: Basic Education
REPUBLIC OF SOUTH AFRICA

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**LIBERTY**
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INTRODUCTION

Have you heard about Mindset? Mindset Network, a South African non-profit organisation, was founded in 2002. We develop and distribute quality and contextually relevant educational resources for use in the schooling, health and vocational sectors. We distribute our materials through various technology platforms like TV broadcasts, the Internet (www.mindset.co.za/learn) and on DVDs. The materials are made available in video, print and in computer-based multimedia formats.

At Mindset we are committed to innovation. In the last three years, we have successfully run a series of broadcast events leading up to and in support of the Grade 12 NSC examinations.

Now we are proud to announce our 2012 edition of Exam School. From 15th October till 20th November will bring you revision lessons in nine subjects - Mathematics, Physical Sciences, Life Sciences, Mathematical Literacy, English 1st Additional Language, Accounting, Geography, Economics and Business Studies.

In this exam revision programme we have selected Questions mainly from the Nov 2011 Papers and have tried to cover as many topics as we can. Each topic is about an hour long and if you work through the selected questions you will certainly have increased confidence to face your exams. In addition to the topics and questions in this booklet, we have schedule 1½ hour live shows a day or two before you write your exams. To get the most out of these shows, we need you to participate by emailing us questions, calling in or posting on twitter, peptxt or facebook.

Since you asked us for late night study sessions and that’s what we’ve planned! You'll find repeats of our Live shows at 10:30pm every evening. Then from midnight to 6:00 am there are revision lessons too. So if you can’t watch during the day, you can record or watch early in the morning!

GETTING THE MOST FROM EXAM SCHOOL

You must read this booklet! You’ll find the exam overviews and lots of study tips and hints here. In Start your final revision by working through the questions for a topic fully without looking up the solutions. If you get stuck and can’t complete the answer don’t panic. Make a note of any questions you have. Now you are ready to watch a Learn Xtra session. When watching the session, compare the approach you took to what the teacher does. Don’t just copy the answers down but take note of the method used. Also make a habit of marking your work by checking the memo. Remember, there are usually more than one way to answer a question. If you still don’t understand post your question on Facebook – you’ll get help from all the other Mindsetters on the page. You can also send an email to helpdesk@learnxtra.co.za and we’ll get back to you within 48 hours.

Make sure you keep this booklet. You can re-do the questions you did not get totally correct and mark your own work. Exam preparation requires motivation and discipline, so try to stay positive, even when the work appears to be difficult. Every little bit of studying, revision and exam practice will pay off. You may benefit from working with a friend or a small study group, as long as everyone is as committed as you are.
We are pleased to announce that we’ll continue to run our special radio broadcasts on community radio stations in Limpopo, Eastern Cape and KZN. This programme is called MTN Learn. Find out more details at www.mtnlearning.co.za. You can also listen online or download radio broadcasts of previous shows. Tuning into radio will give you the chance to learn extra! Look out for additional notes in Newspaper supplements too.

Mindset believes that the 2012 Learn Xtra Spring School will help you achieve the results you want. All the best to the Class of 2012!

**CONTACT US**
We want to hear from you. So let us have your specific questions or just tell us what you think through any of the following:

LearnXtra helpdesk@learnxtra.co.za
@learnxtra 086 105 8262
www.learnxtra.co.za

Mindset
Get the free app at pepclub.mobi

**BROADCAST SCHEDULE**
Exam School (Dstv and Topty 319)

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIMES</th>
<th>TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 November</td>
<td>09:00 – 10:00</td>
<td>Drama</td>
</tr>
<tr>
<td></td>
<td>10:00 – 11:00</td>
<td>Novels</td>
</tr>
<tr>
<td></td>
<td>11:00 – 12:00</td>
<td>Poetry</td>
</tr>
<tr>
<td></td>
<td>12:00 – 13:00</td>
<td>Short Stories</td>
</tr>
<tr>
<td></td>
<td>13:30 – 14:30</td>
<td>Drama</td>
</tr>
<tr>
<td></td>
<td>14:30 – 15:30</td>
<td>Novels</td>
</tr>
<tr>
<td></td>
<td>15:30 – 17:00</td>
<td>LIVE</td>
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<td></td>
<td>22:30 – 00:00</td>
<td>LIVE (Repeat)</td>
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<tr>
<td></td>
<td>00:00 – 01:00</td>
<td>Drama</td>
</tr>
<tr>
<td></td>
<td>01:00 – 02:00</td>
<td>Novels</td>
</tr>
<tr>
<td></td>
<td>02:00 – 03:00</td>
<td>Poetry</td>
</tr>
<tr>
<td></td>
<td>03:00 – 04:00</td>
<td>Short Stories</td>
</tr>
<tr>
<td></td>
<td>04:00 – 05:00</td>
<td>Drama</td>
</tr>
<tr>
<td></td>
<td>05:00 – 06:00</td>
<td>Novels</td>
</tr>
</tbody>
</table>
MTN LEARN RADIO BROADCAST

Exam School: English (FAL) Paper 2

<table>
<thead>
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<th>TIMES</th>
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<tr>
<td>6 Nov</td>
<td>17:00 – 18:00</td>
<td>Poetry</td>
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<tr>
<td></td>
<td>18:00 – 19:00</td>
<td>Short Stories</td>
</tr>
<tr>
<td>7 Nov</td>
<td>17:00 – 18:00</td>
<td>Novels</td>
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<tr>
<td></td>
<td>18:00 – 19:00</td>
<td>Drama</td>
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MTN LEARN: PARTICIPATING COMMUNITY RADIO STATIONS

KwaZulu Natal:
- Hindvani Radio 91.5 fm – Durban
- Maputaland Radio 170.6 fm

Limpopo Province:
- Sekgosese Radio 100.3 fm
- Greater Tzaneen Radio 104.8 fm
- Mohodi FM 98.8 fm
- Moletsi 98.6 fm
- Univen 99.8 fm

Eastern Cape:
- Vukani fm 90.6 – 99.9 fm
- Fort Hare Community Radio 88.2 fm
- Mdantsane fm 89.5 fm
- Nkqubela fm 97.0 fm
- Graaff Reinet 90.2 fm
ENGLISH FOR EXAMS

Writing exams can be stressful. However, a great way to help yourself is to simply understand what the examiner is asking of you! So, remember to read the examination instructions and questions carefully and make sure you have a clear understanding of what is expected of you!

Tip: Look at the mark allocation for every question. The mark allocation often tells you how much detail is required and how much time you should spend on a question.

Every subject has its own special vocabulary describing terms which you need to know but there are common terms that are often used in exam questions that are common to all subjects. The list below is given to help guide you answer questions correctly.

Question: Calculate
Example: “Calculate the average rainfall for January and the average rainfall for December.”
Explanation: You must “work out” the answer. You can use a calculator but remember to write down all the steps and don’t just give a final answer. In some cases you will need to include units of measurement in your final answer. Don’t forget the units.

Question: Compare
Example: “Compare the minimum and maximum hours for Powerlite with the minimum and maximum hours for Beamer. What do you notice?”
Explanation: You must give a response in which you examine the specific differences and similarities between two things or events. Identify the characteristics for one thing. In the example above the minimum hours for Powerlite. Then state what is true for the second thing using the same characteristic. In the example you would write down the minimum hours for Beamer. Next write down a second characteristic for the first thing and then do the same for the second object and so on.

Question: Describe
Example: “Describe the ‘African Hypothesis’.”
Explanation: You must give a precise account in your own words. Write in full sentences.

Question: Discuss
Example: “Discuss the exaggerated features in the picture. (Caricature)"
Explanation: You are expected to examine and consider the topic of the question – including reasons ‘for’ and ‘against’ as well as drawing a conclusion. Write your answer in full sentences.

Question: Explain
Example: “Explain by using energy principles, why the kinetic energy at the end of the ball’s motion is less than at the start of its motion.”
Explanation: Provide a reason why or how something takes place. You must provide an analytical explanation as well as include examples. In this Physics example you would need to do a calculation to support your answer. You should not just do calculations though. In your final answer you need to write a concluding sentence. The kinetic energy at the end of the ball’s motion is 45 J which is less than the energy it had at the start (64 J). This is because the ball was moving over a rough surface and some kinetic energy was converted into heat due to friction.

Question: Identify
Example: “Identify the organisms that are represented by each of A, B and C.”
Explanation: You must pick out, find or select the answer.

Question: List
Example: “List FOUR characteristics that primates and humans have in common.”
Explanation: You are required to provide the answer in the form of a list. (No reasoning or explanation necessary – just the word or phrase)

Question: Name
Example: “Name the effect that is illustrated in experiment 1.”
Explanation: You must simply name the correct answer – but be specific. Be careful to write down your answer in words. Don’t use symbols or abbreviations.

Question: Predict
Example: “Predict the form that a graph of a variant of whitish–coloured peppered moths would have taken.”
Explanation: You are expected to answer by stating what they think or expect will occur.

Question: Quote a sentence
Example: “Quote a sentence from the passage which proves that Florence Nightingale did not discriminate against anyone.”
Explanation: You are required to repeat words from the provided text or passage.

Question: State
Example: “State ONE reason why apes and humans are referred to as ‘hominids’.”
Explanation: Write a brief, specific answer that is to the point.
Question: Substantiate
Example: “Do boys and girls experience this pressure equally or differently? Substantiate your answer using the information in the table?”
Explanation: You must prove or verify you answers with sufficient and valid support. Here you need to use the information given in the question.

Question: Suggest
Example: “Suggest TWO ways of reducing NO(g) in urban areas.”
Explanation: You are required to propose or offer ideas.

Question: Tabulate
Example: “Tabulate THREE visible differences from the two skulls shown above that scientists have used to differentiate between Homo sapiens and other primates.”
Explanation: You must answer the question in the form of a table. Make sure you follow the rules for drawing up a table.

Question: Why questions
Example: Why are there more accidents involving pedestrians between 5:00pm and 8:00pm?
Explanation: This is another way of asking you to explain an event or evidence presented. You need to write a full sentence giving a reason or reasons for the evidence identified in the question.

Question: Which questions
Example: Which drink is more popular?
Explanation: A type of comparison question. Make sure you select an answer based on the evidence presented in the question. Although it would be best to write a full sentence, in some subjects the correct word or phrase would be enough.

Question: Direct questions
Example: Is there solution A better than solution B?
Explanation: There are different words used to ask direct questions but for these types of questions you must answer Yes or No and then explain your choice in a full sentence giving reasons for your answers.

Question: Short questions
Example: Match the statement in Column A with the word in Column B. Write down only the number and letter in your answer
Write down only the words, GREATER THAN, EQUAL TO or LESS THAN.
Explanation: These types of questions are often easy but you must follow the instructions given. You will be penalised if you don’t follow the instructions.
PREPARING FOR ENGLISH EXAMINATIONS

1. Prepare well in advance for all your papers and subjects. You need to start your planning for success in the final examination now. You cannot guarantee success if you only study the night before an exam.

2. Write down the date of your prelim and final exam so that you can plan and structure a study time table for all your subjects.

3. Set up a study time-table according to your prelim and final Grade 12 exam time-table and stick to your study schedule. If you study a small section every day, you will feel you have achieved something and you will not be as nervous by the time you have to go and write your first paper.

4. Your study programme should be realistic. You need to spend no more than 2 hours per day on one topic. Do not try to fit too much into one session. When you cover small sections of work often, you will master them more quickly. The broadcast schedule may help you to make sure you have covered all the topics that are in the exam.

5. When studying don’t just read through your notes or textbook. You need to be active by making summary checklists or mind maps. Highlight the important facts that you need to memorise. You may need to write out statements such as definitions and laws a few times to make sure you can remember these. Check yourself as often as you can. You may find it useful to say the definitions and laws out aloud.

6. Practise questions from previous examination papers. Follow these steps for using previous exam papers effectively:
   - Take careful note of all instructions - these do not usually change.
   - Try to answer the questions without looking at your notes or the solutions.
   - Time yourself. You need to make sure that you complete a question in time. To work out the time you have, multiply the marks for a question by total time and then divide by the total number of marks. In most exams you need to work at a rate of about 1 mark per minute.
   - Check your working against the memo. If you don’t understand the answer given, contact the Learn Xtra Help (email: helpdesk@learnxtra.co.za)
   - If you did not get the question right, try it again after a few days.

7. Preparing for, and writing examinations, is stressful. You need to try and stay healthy by making sure you maintain a healthy lifestyle. Here are some guidelines to follow:
   - Eat regular small meals including breakfast. Include fruit, fresh vegetables, salad and protein in your diet.
   - Drink lots of water while studying to prevent dehydration.
   - Plan to exercise regularly. Do not sit for more than two hours without stretching or talking a short walk.
   - Make sure you develop good sleeping habits. Do not try to work through the night before an exam. Plan to get at least 6 hours sleep every night.
EXAM TECHNIQUES

1. Make sure you have the correct equipment required for each subject. You need to have at least one spare pen and pencil.

2. Make sure you get to the exam venue early - don't be late.

3. While waiting to go into the exam venue, don’t try to cram or do last minute revision. Try not to discuss the exam with your friends. This may just make you more nervous or confused.

4. Here are some tips as to what to do when you receive your question papers:
   Don’t panic, because you have prepared well.
   - You are always given reading time before you start writing. Use this time to take note of the instructions and to plan how you will answer the questions. You can answer questions in any order.
   - Time management is crucial. You have to make sure that you answer all questions. Make notes on your question paper to plan the order for answering questions and the time you have allocated to each one.
   - It is a good idea always to underline the key words of a question to make sure you answer it correctly.
   - When you start answering your paper, it is important to read every question twice to make sure you understand what to do. Many marks are lost because learners misunderstand questions and then answer incorrectly.
   - Look at the mark allocation. Make sure you do not give more detail than required.
   - When you start writing make sure you number your answers exactly as they are in the questions.
   - Think carefully before you start writing. It is better to write an answer once and do it correctly than to waste time rewriting answers.
   - DO NOT use correction fluid (Tippex) because you may forget to write in the correct answer while you are waiting for the fluid to dry. Rather scratch out a wrong answer lightly with pencil or pen and rewrite the correct answer.
   - Check your work. There is usually enough time to finish exam papers and it helps to look over your answers. You might just pick up a language or a spelling error.
## EXAMINATION TERMS FOR ENGLISH

<table>
<thead>
<tr>
<th>TERM</th>
<th>EXPLANATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Account for</td>
<td>Explain why.</td>
</tr>
<tr>
<td>Comment on</td>
<td>Give an opinion based on the facts in order to explain.</td>
</tr>
<tr>
<td>Compare</td>
<td>Point out BOTH the similarities and differences.</td>
</tr>
<tr>
<td>Contrast</td>
<td>Point out the differences.</td>
</tr>
<tr>
<td>Describe</td>
<td>Say what happens.</td>
</tr>
<tr>
<td>Discuss</td>
<td>Give the facts and evaluate or comment on them.</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Assess the information in order to reach a conclusion.</td>
</tr>
<tr>
<td>Explain</td>
<td>Give the reason for the meaning of</td>
</tr>
<tr>
<td>Give an account of</td>
<td>Tell the story of</td>
</tr>
<tr>
<td>Give the context of</td>
<td>Say who is speaking to whom, when, where, why and what the results are</td>
</tr>
<tr>
<td>Identify</td>
<td>You must pick out, find or select the answer.</td>
</tr>
<tr>
<td>Illustrate</td>
<td>Give examples by referring to actions or words.</td>
</tr>
<tr>
<td>Motivate</td>
<td>Give reasons for</td>
</tr>
<tr>
<td>Relate</td>
<td>Tell the story of what happens.</td>
</tr>
<tr>
<td>Summarise</td>
<td>Give only the main points.</td>
</tr>
<tr>
<td>Tabulate</td>
<td>Make a table or list.</td>
</tr>
<tr>
<td>List</td>
<td>Do not use full sentences. Just write down the words, names etc.</td>
</tr>
<tr>
<td>Mention</td>
<td>Write down</td>
</tr>
<tr>
<td>Name</td>
<td>Give the names of</td>
</tr>
<tr>
<td>State</td>
<td>Write a brief, specific answer that is to the point.</td>
</tr>
<tr>
<td>Complete</td>
<td>Fill in the missing words or spaces.</td>
</tr>
<tr>
<td>Distinguish</td>
<td>Write down the differences between</td>
</tr>
<tr>
<td>Quote</td>
<td>Write down words from the text in inverted commas.</td>
</tr>
<tr>
<td>Substantiate</td>
<td>You must prove or verify you answers with sufficient and valid support.</td>
</tr>
<tr>
<td>Suggest</td>
<td>You are required to propose or offer ideas.</td>
</tr>
<tr>
<td>Why</td>
<td>This is another way of asking you to explain an event or evidence presented.</td>
</tr>
<tr>
<td>Which</td>
<td>A type of comparison question.</td>
</tr>
</tbody>
</table>
EXAM OVERVIEW

ENGLISH (FAL) PAPER 2

There are 4 sections in the Literature Paper:

- Section A (Novel)
- Section B (Drama)
- Section C (Short Stories)
- Section D (Poetry)

You must answer TWO questions from TWO different Sections

Each section is worth 35 marks.

Paper = 70 marks (2 hours)

HINTS

There are choices in each Section. Make sure you select the question you can answer best.

Number your answer exactly as it appears in the question paper.

Spend about an hour on each question.
TIPS FOR ENGLISH (FAL) PAPER 2

How to prepare for the Literature Paper

- If you have enough time it is wise to read your prescribed works by yourself just to refresh your memory on the content of the texts.
- You have to STUDY for the Literature Paper! Thorough preparation, anyone can do well in the Literature Section of the exams.
- Revise and study ALL the notes your teachers have given you. Do not just focus on the content of the stories. Look at the different characters – who are the main characters and why? Do they develop and grow as characters or not?
- Revise the plot (story line): Look at the introduction of the stories, the rising action, the climax and the conclusion.
- Revise the background of the different authors.
- Make sure that you know and understand the different themes of all your prescribed works.

TIPS FOR ANSWERING LITERATURE QUESTIONS

1. Contextual Questions

- Remember: The examiners want to see if you know and understand the text – you cannot write down your own interpretation of the texts, unless so asked!
- Make sure you understand the question word: it helps to underline the key phrase of question word of a question like “discuss” or “write down.”
- Look carefully at the mark allocation to decide how detailed your answer should be. A ONE or TWO mark question has to be less detailed than when a question counts 3 or more marks.
- ONE or TWO mark questions – as short as possible – either a word or a phrase.
- THREE marks or more: Remember the following:
  - Give the answer in your OWN words.
  - Explain your statement.
  - Substantiate or motivate your answer by either quoting from the text or by giving a clear reference from the text.
  - Use quotation marks when you are quoting from the text!
  - Give one good point for each mark.
- Try to answer ALL the questions – you might write down something that is good enough to give you a mark.
- Remember: the contextual questions usually refer to the whole book and NOT only to the passage given in the exam. You have to know what happened in the play or novel before and after a selected passage.
- Read and re-read the passage before attempting the questions.
- Underline the question words in the questions to make sure that you answer what is asked!
- Spell the names of characters and places in the story correctly.
- Always check your answers after you have done everything to make sure your answers are written in good English and that there are no careless spelling errors.
- Do NOT start you answer with “because” or “cause”
2. How to quote

- It helps to learn a few good quotations while you study – it gives a good impression when used in an answer.
- If you quote, write down directly from the text – don’t change words!
- Put the quote in quotation marks (“ “)
- Avoid long quotations. Do not quote a paragraph or many sentences.
- If you quote a single word or phrase, then the quoted text is put in inverted commas as part of a longer sentence.
- DO NOT quote if you are asked to give an answer in your OWN words.

3. The Literature Essay

- A literature essay is a response where you have to reason and discuss a topic or theme from the novel or play. You either have to agree or disagree with a statement or discuss a character.
- The style of the literature essay is formal and NOT written in the first person.
- This essay should be planned before writing the final draft.
- It helps to use quotes from the text. If you cannot remember a quote correctly, paraphrase in your own words.
- How to write:
  - Analyse the topic: Underline what is asked and make sure you understand what the essay is all about.
  - Plan the essay – using a mind map or a format that is easy for you.
  - Stick to what is asked! You may write a whole page on something that is not asked and then you won’t obtain marks.
  - The essay must have an **introduction** – restate or introduce the topic; it should have two to three paragraphs as **development** and discussion of the topic.
  - Do not retell the story, but focus on what is asked.
  - Keep the style formal.
  - Use quotes but avoid long quotations that may become faulty.
  - **Essay must end with a conclusion**: round off your essay with a strong statement or conclusion. Do not just rewrite the question.
  - Read through the essay again to correct spelling and language errors.
- The CONTENT of the essay counts more than the presentation and style of writing. The examiner wants to make sure that you have an in-depth knowledge of the topic or the novel/play.
- The **STYLE** of the essay is assessed in terms of structure and planning, language, punctuation and spelling. Good marks will be given for a good introduction and conclusion.
DRAMA

Tips on Drama

The DRAMA genre refers to all kinds of plays. You have to remember that plays are written to be acted and not only for reading in class. While reading a play, you should always imagine the play being performed on stage. When studying a drama, we have to look at factors like lighting, stage directions, costumes, setting and not only at the plot, characters and theme.

Hints: The following questions should be asked when studying a drama:

- Who is the playwright (writer) of the play? What is his background?
- What is the TITLE of the play? Does the TITLE mean something important in relation to the play?
- What is the SETTING of the play – where and when does it take place?
- What is the THEME of the play? (What is it about?)
- What is the STRUCTURE of the play? (Arrangement of Acts and Scenes)
- What is the PLOT of the play? (Main events)
- What kinds of CONFLICT happen in the play?
- Who are the CHARACTERS in the play? (Characteristics, roles they play, relationships between characters)
- Your PERSONAL RESPONSE to the play. (How do you feel?)
## The structure and form of a play

<table>
<thead>
<tr>
<th>Prologue:</th>
<th>Plot:</th>
<th>Subplot:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play may begin with an introductory speech (sometimes called a CHORUS in Shakespeare plays)</td>
<td>Action in story - created through conflict between various characters</td>
<td>Sometimes there is more than one story line that only complicate the action</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Setting:</th>
<th>Theme:</th>
<th>Acts/Scenes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The place and time where the story takes place (may be more than one setting)</td>
<td>This is what the play is all about and can be the main message of the play. (Can be more than one theme)</td>
<td>Play divided into acts which may be further divided into scenes. Some plays have ONE act - one-act play.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Epilogue:</th>
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<tbody>
<tr>
<td>Sometimes a speech ends a play - Epilogue - often in Shakespeare plays.</td>
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</tbody>
</table>

## Tragedy, Comedy and Dramatic Irony

### Tragedy
- Deals with serious and important subjects
- Situations of tension and conflict
- Action rises to a climax
- Tragedy comes at the end of the play with the death of the hero or heroine.
- Shakespeare tragedies are good examples

### Comedy
- Get different styles of comedy
- Also sometimes deal with serious topics, but solutions are more positive
- Often include songs and dances
- Love and marriage are common themes
- Always end with happiness for the main characters

### Dramatic Irony
- This happens in a play when the audience knows more about what is happening than the characters.
- Audience have a better understanding of the main events.
**Play format**

**Dialogue:** - the conversation between characters and written in typical dialogue form.

**Stage directions:** are written in italics and enclosed in brackets and do the following: tell us HOW the stage should be set; show changes in lighting; give sound cues; give instructions to the actors.

**Aside:** - another kind of stage direction. When a character says something ONLY so that the audience can hear e.g. *Macbeth:* [Aside] If chance will have me king .......

**Character development in plays** (How do we get to know characters)

- The lines the actors say
- Body language - facial expressions and gestures
- The tone of voice
- Interactions with other characters
- Way in which characters are grouped on stage
Drama Questions

Question 1 (Adapted from Nov 2011 P2, Question 8)

Romeo and Juliet

Read the following extracts from the play and answer the set questions. The number of marks allocated to each question serves as a guide to the expected length of your answer.

[The Nurse visits Friar Lawrence's cell after Romeo's banishment.]

Nurse: O holy Friar, O, tell me, holy Friar,
Where is my lady's lord, where's Romeo?

Friar: There on the ground, with his own tears made drunk.

Nurse: O, he is even in my mistress' case,
Just in her case! O woeful sympathy!
Piteous predicament! Even so lies she,
Blubbering and weeping, weeping and blubbering.
Stand up, stand up! Stand, an you be a man!
For Juliet's sake, for her sake, rise and stand!
Why should you fall into so deep an O?

Romeo: Nurse –

Nurse: Ah sir! Ah sir! Death's the end of all.

Romeo: Spakest thou of Juliet? How is it with her?
Doth not she think me an old murderer,
Now I have stained the childhood of our joy
With blood removed but little from her own?
Where is she? And how doth she? And what says
My concealed lady to our cancelled love?

Nurse: O, she says nothing, sir, but weeps and weeps,
And now falls on her bed, and then starts up,
And Tybalt calls, and then on Romeo cries,
And then down falls again.

[Act 3, Scene 3]
1.1 Complete the following sentence by filling in the missing words. Write down only the question number and the words.

Juliet sends the Nurse to Friar Lawrence's cell to take Romeo a (a) ... and tell him to come to her that night and say (b) ...

1.2 Juliet sends the Nurse to Romeo. What does this show the audience about the relationship between Juliet and the Nurse? State TWO points.

1.3 Quote no more than TWO lines from the extract which show that Romeo and Juliet are equally upset.

1.4 Refer to line 3 (‘... with his own tears made drunk’). Briefly explain why Romeo is crying. State TWO points.

1.5 Refer to line 7 (‘Blubbering and weeping, weeping and blubbering’).

(a) How do the events that caused Juliet's 'blubbering and weeping', affect her personal life?

(b) Explain why the Nurse repeats the words 'blubbering and weeping'.

1.6 Refer to line 8 (‘Stand up, stand up! Stand, an you be a man!’).

(a) What would Romeo's posture (bodily position) on the stage be at this moment in the play?

(b) Do you think that the Nurse is being cruel and unkind here? Discuss your view.

1.7 Soon after this scene in the play, Friar Lawrence reminds Romeo that he has many reasons to be grateful. Give THREE reasons why Romeo should be grateful.

1.8 Refer to the words 'cancelled love' in line 18.

Are these words a prediction of the future of Romeo and Juliet's relationship? Give a reason for your answer.
Question 2  (Adapted from Nov 2011 P2, Question 8)

Romeo and Juliet

In this play, Juliet develops from an innocent young girl into a young woman who also has to deal with complicated relationships and make huge sacrifices. Write an essay in which you discuss Juliet's character.

In your essay you may consider the following ideas, among others:

• How Juliet matures during the course of the play
• How her relationships become complicated
• The sacrifices Juliet makes in her search for happiness

Length: 250–300 words

[35]
NOVEL

Tips on The Novel

- If writing is not POETRY, it is PROSE. A Novel is an example of PROSE writing.
- NOVELS are longer works of PROSE and tell stories – either realistic or imaginary.
- Novels are made up of a series of events that develop as the story is told.
- Because of the length of the NOVEL, the writer can experiment with different techniques and the longer story has many characters and many stories may be developed within one novel.
- There are many types of NOVELS: Romance Novel, Thriller, Historical Novel, Science Fiction, Westerns (Cowboy stories) and even Fantasy Novels (think of *Harry Potter*).
- When we study a novel, we look at different aspects of the story.

Summary of the NOVEL:

- **WHERE?**
  - Background of story
- **WHEN?**
- **What happens**
  - Events arranged in a certain way
  - Story line
- **Main idea of story**
  - Contains the message of the NOVEL
  - May have a number of themes
- **May have a large number of characters**
  - Main characters
  - Minor characters
  - Character Development
Important points to remember!

The Setting:
- This is the background of where and when the story takes place.
- It may be in one time and place or change through the story.
- The setting is important to understand the theme and the characters.

Plot:
- This is what happens in the story (sequence of events)
- Some novels have a lot of action in the story line BUT some are very “slow” and nothing seems to happen. All the action is then “inside” the characters’ hearts and minds.

Theme:
- This is the main message that the writer wishes to get across to the reader.
- A novel may have more than one theme.
- Themes are often linked.
- Certain characters are linked to certain themes.
- Common themes are: love, hate, family struggles, politics and social comments, childhood memories and justice.

Characters:
- May have a large number of characters – depending on the length of novel.
- Always one or a few MAJOR (main) characters – most important to the development of the story.
- Always a few minor (smaller) characters in a novel – linked to the main characters.
- Characters usually develop/change through the story.
- Round characters: -are characters that grow and develop during the course of the novel. What makes them change? 1) Interaction with other characters and 2) Things that happen in the plot.
Flat characters: do not really develop or change throughout the novel. These characters are usually very predictable and they don’t really surprise the reader, because you know what they are going to do or how they are going to react.

How do we get to know the characters? 1) Their words 2) What they think and how they feel 3) What they do and 4) What other characters say about them or how they react to them.

Example: “Joan was a very brave woman”

Narrator:

The writer of the story has to decide how the story will be told and by whom.

First person narrator (I/we): One of the characters tells the story and we have phrases like: “I drove far to find the deserted house.” (Writer can’t always be present in ALL actions in story)

Third person narrator: the writer tells the story and refers to each character as “she”, “he” or “they”. The writer is always present and knows what goes on in every character’s life = omniscient author.

Persona writing: where the story is told by a first person narrator who really exists, like a famous movie star or politician. The person also makes comments about him- or herself.

Structure: (how plot is organized)

Linear: Novel develops in “order” from beginning to the end.

Circular: Novel starts almost at the end of the story, then goes back to the beginning. The whole story is told until it reaches the end again (conclusion).

Flashbacks: Novel moves backwards and forwards in time throughout the book.

Looks into the future: Somewhere in the story, characters may have a look into the future by either what they see, dream or wish.

Ending:

Most story lines are built around CONFLICT between two characters or even amongst many characters. The ending of the story usually is a conclusion of this conflict and a resolution (solving) of the problem(s).

A story may be open-ended = no proper ending and the reader must decide on its ending.
NOVEL QUESTIONS

Question 1 (Adapted from Nov 2011, P2, Question 6)

Read the following extracts from the novel and answer the set questions. The number of marks allocated to each question serves as a guide to the expected length of your answer.

NOTE: Answer the questions set on BOTH extracts, i.e. QUESTION 1.1 and QUESTION 1.2.

1.1 [General R, Gikonyo and Lieutenant Koina are visiting Mugo.]

"General, you almost made us forget why we came here," he announced, now the voice of a businessman who had no time for rituals. "But I am glad you came for this also concerns you. It is like this. The Movement and leaders of the village have thought it a good idea to honour the dead. On Independence Day we shall remember those from our village and ridges near, who lost their lives in the fight for freedom. We cannot let Kihika's name die. He will live in our memory, and history will carry his name to our children in years to come." He paused and looked straight at Mugo and his next words addressed to Mugo were full of plain admiration. "I don't want to go into details – but we all know the part you played in the movement. Your name and that of Kihika will ever be linked together. As the General here has said, you gave Kihika shelter without fear of danger to your own life. You did for Thabai out here and in detention what Kihika did in the forest. We have therefore thought that on this important day, you should lead in the sacrifice and ceremonies to honour those who died that we might live."

[Chapter 3]

1.1.1 Match the names in COLUMN 1 to the descriptions in COLUMN 2.

<table>
<thead>
<tr>
<th>COLUMN 1</th>
<th>COLUMN 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Uhuru</td>
<td>A setting of the novel</td>
</tr>
<tr>
<td>(b) Thabai</td>
<td>B Independence Celebrations</td>
</tr>
<tr>
<td>(c) Tom Robson</td>
<td>C administrative secretary</td>
</tr>
<tr>
<td></td>
<td>D District Officer</td>
</tr>
</tbody>
</table>

(3)
1.1.2  Refer to lines 6–7 ('We cannot let Kihika's name die'). Briefly describe who Kihika was. State TWO points. (2)

1.1.3  Explain why the community has great respect for Mugo. State TWO points. (2)

1.1.4  Refer to lines 10–11 ('Your name and ... be linked together').

What is the actual reason that Mugo and Kihika's names will be linked forever? (2)

1.1.5  Is the following statement TRUE or FALSE? Give a reason for your answer.

Mugo sheltered Kihika without fearing for his own life. (2)

1.1.6  In the above extract, Mugo receives visitors.

(a) According to the visitors, what is the reason for this visit? (1)
(b) What is Mugo's answer to his visitors at this point? (1)
(c) Why does Mugo react in this way? State TWO points. (2)
(d) What is General R's personal reason for visiting Mugo? (1)

1.1.7  Mugo isolates himself from the community. Discuss why he does so. (2)

1.2  [Warui and Wambui are discussing Mugo.]

---

"A man has nowhere else but where he lays his head," was the cryptic rejoinder to many compliments on her tidiness. Warui had not seen her since the day of the big sacrifice. For the last two days people in Thabei had more or less kept to themselves, avoiding, by general consent, public discussions on the events of Uhuru day. There were things that puzzled Warui, questions for which, in vain, he sought answers in the heart. Failing, he had come to see Wambui. Yet they now conversed, as if they did not know what the other was talking about, as if they were both ashamed of certain subjects in one another's presence.

"Perhaps it is this cold that killed her," he tried again.
"Who?"
"The old woman."
"Yes!" she said, irrelatively, and sighed. "We all forgot her on that day. We should not have left her alone. She was old. Loneliness killed her."
"Why on that day, I keep on asking myself. She used to live alone, or is that not so?"
"Then, life was around her. The smoke and the noise of children. On that day, all of us went to the meeting. All of us. There was no smoke anywhere, and there were no cries or laughter of children in the streets. The village was empty." She spoke as if building up a case in an argument.

[Warui, Wambui]
1.2.1 Briefly discuss each of the following characters. State TWO points on each character.

(a) Warui
(b) Wambui

1.2.2 The Day of Independence is supposed to be a celebration. Briefly discuss the shocking events that take place during this celebration. State TWO points.

1.2.3 Explain why the people of the village find it difficult to discuss what happened on the Day of Independence.

1.2.4 Warui has a specific reason for visiting Wambui.

(a) Why does he come to see her? State TWO points.
(b) Is this visit successful? Explain your answer.

1.2.5 Refer to line 12 ('The old woman').

Choose the correct answer to complete the following sentence:

The old woman is the mother of ...

A Karanja.
B Gikonyo.
C Gitogo.
D Mumbi.

1.2.6 Explain why the title A Grain of Wheat is suitable.

1.2.7 Mugo is a traitor, but no one in the village suspects him. If you were in Mugo's situation, would you have confessed to your crime? Discuss your view.
Question 2 (Adapted from Nov 2011, P2, Question 5)

Mumbi is at the centre of the rivalry and conflict between Gikonyo and Karanja.

Write an essay in which you discuss this rivalry and conflict.

In your essay you may consider the following ideas, among others:

• Reasons for the rivalry between Gikonyo and Karanja before the State of Emergency
• The rivalry during the State of Emergency
• How Mumbi is affected by this rivalry

Length: 250–300 words

Question 3 (Adapted from Feb/Mar 2012, P2, Question 5)

In this novel, the writer seems to be suggesting that we should not condemn Mugo, but rather sympathise with him.

Write an essay in which you discuss this statement. In your answer, refer also to specific incidents in the novel.

In your essay you may consider the following ideas, among others:

• Mugo's childhood
• Mugo's life during the Struggle
• His life after the Struggle

Length: 250–300 words
POETRY

Tips on Poetry

Poetry is usually written in lines and stanzas – NOT in sentences and paragraphs. There are also many different kinds of poetry. If we look at the structure of poetry, we examine features such as length, pattern of lines, rhyme and the arrangement of stanzas and verses. Poems are divided into different kinds because of their different structures.

Poetic form and format

- A poem has lines and stanzas (verses)
- Does not have to have verses
- In FREE VERSE, the poet defines his own form.
- May use POETIC LICENCE – they may use words as they please to fit their poem.
- Enjambment – occurs at the end of lines where there is no punctuation to create a sense of flow and unbroken ideas.

(1) Either Narrative or Lyrical in form.
(2) Other forms like ballads, sonnets or odes have also developed.
(3) Narrative = tells story

Ballad = oldest form of narrative poetry, usually about love, death, war and rhythm has a strong beat, lots of action.
Epic = very long narrative poem telling the story of an historical figure or event.

(4) Lyrical poetry: poem with musical or song= It conveys the personal thoughts and feelings of the speaker. Most famous poem format is the SONNET.

SONNETS:

- Always has 14 lines – Shakespearean and Italian Sonnet
- Shakespearean: 3 quatrains and a rhyming couplet: abab cdcd efef gg
  Rhyming couplet at end summarizes the theme.
- Italian Sonnet: Usually divided into octave (first 8 lines) and sestet (last 6 lines)
- Definite break in thought and often the octave conveys the problem and the sestet the solution.
- Octave- abbaabba( rhyme scheme)
- Sestet – varies and may have cdecde or cdcdcd or cddcef.

Modern poets often combine the two sonnet forms but still use the 14 lines format.
Rhyme Schemes:
- Pair Rhyme: aabb ccdd
- Alternate rhyme: abab cdcd
- Enclosed rhyme: abba cddc

2 rhyming lines = couplet
4 rhyming lines = quatraine
6 rhyming lines = sestet
8 rhyming lines = octave

Examples:

**Pair**
The cat sits on the mat a
On somebody’s hat a
Licking its paw b
With a wide-open jaw b

**Alternate:**
The cat sits on the mat a
Licking its paw b
On somebody’s hat a
With a wide-open jaw b

**Enclosed:**
The cat sits on the mat a
Licking its paw b
With a wide-open jaw b
On somebody’s hat a

**Remember:** Rhyming is about SOUND and NOT spelling e.g. light rhymes with kite – spelling different.

**How to approach a poetry question**
- Look at the TITLE of the poem – meaning in relation to the poem as a whole.
- Look at POET’s name – who is the poet, when did he/she live, what famous themes does the poet usually write about?
- Read through poem and try to figure out what the general idea or THEME is.
- Look at the STRUCTURE of the poem: how is it arranged into lines, stanzas and rhyme scheme?
- Look at DICTION: Choice of words. Try to understand the meaning of difficult words by looking at the context in which they are used.
- Positioning of words and WORD ORDER: sometimes unusual word order is used to emphasize an idea or theme.
- Look at Figures of Speech and sound devices (Next Session).
- What is the TONE of the poem? Ask yourself WHAT FEELING does the poet or speaker express in the poem.
- Read questions carefully and look at mark allocation.
POETRY QUESTIONS

Question 1 (Adapted from Nov 2011 Paper 2 Question 13)

Read the following poem and answer the set questions.

Death be not proud – John Donne

Death be not proud, though some have called thee
Mighty and dreadful, for thou art not so,
For those, whom thou think'st thou dost overthrow,
Die not, poor death, nor yet canst thou kill me.
From rest and sleep, which but thy pictures be,
Much pleasure, then from thee much more must flow,
And sooner our best men with thee do go,
Rest of their bones, and souls' delivery.
Thou art slave to Fate, Chance, kings, and desperate men,
And dost with poison, war, and sickness dwell.
And poppy or charms can make us sleep as well,
And better than thy stroke; why swell'st thou then?
One short sleep past, we wake eternally,
And death shall be no more; death, thou shalt die.

1.1 Refer to the following words in line 1 ('Death be not proud').

1.1.1 Identify the figure of speech used here. (1)

1.1.2 Explain why the poet has used this figure of speech. (2)

1.2 Is the following statement TRUE or FALSE? Quote ONE word from the poem to support your answer.

   Everyone fears Death. (2)
1.3 Complete the following sentences by using the words provided in the list below. Write down only the words next to the question number (1.3.1–1.3.3).

**entertainment; temporary; relaxation; end; look; final**

The poet says that 'rest and sleep' are 'pictures' of Death, meaning they only (1.3.1) ... like death. However, people rest and sleep for (1.3.2) ... and Death is not (1.3.3). (1½)

1.4 Using your own words, write down THREE causes of death stated in the poem. (3)

1.5 Refer to the following words in line 12 ('why swell'st thou then?')

Explain the meaning of these words as they are used in the poem. (1)

1.6 Refer to lines 10–14.

Name TWO things that have the same effect as death. (2)

1.7 Choose the correct answer to complete the following sentence:

In the last two lines (13–14) the speaker's tone is ...

A triumphant and victorious  
B submissive and angry  
C sad and disappointed  
D thoughtful and fearful (1)

1.8 Discuss the message the poem has for its readers. (2)

1.9 Has this poem changed your attitude towards death? Discuss your view. (2)

[17½]
Question 2 (Adapted from Nov 2011 Paper 2 Question 16)

Read the following poem and answer the set questions.

A prayer for all my countrymen – Guy Butler

Though now few eyes can see beyond this tragic time's complexities, dear God, ordain such deed be done, such words be said, that men will praise Your image yet when all these terrors and hates are dead:

Through rotting days, beaten, broken, some stayed pure; others learnt how to grin and endure; and here and there a heart stayed warm, a head grew clear.

2.1 Complete the following sentences by using the words provided in the list below. Write down only the words next to the question number (2.1.1 – 2.1.3).

America; people; South Africa; pardon; prayer; men

This poem is written as a (2.1.1) ... for all the (2.1.2) ... of (2.1.3) (1½)

2.2 Refer to line 1 ('Though now few eyes').

To whom do the 'few eyes' belong? (1)

2.3 Refer to line 3 ('this tragic time's').

Explain why this period in history is regarded as 'tragic'. (2)

2.4 Choose the correct answer to complete the following sentence:

In line 4, the word 'complexities' means ...

A hardships and shortages
B hardships and answers
C answers and solutions
D problems and difficulties (1)
2.5 Refer to lines 5–9 ('dear God ordain, .. Your image yet').

Explain why the poet wants his countrymen to behave as described in these lines. (2)

2.6 Refer to lines 10 and 11 ('when all these terrors/and hates are dead').

Use ONE word to describe how the speaker feels about the future. (1)

2.7 Refer to the poem as a whole and give TWO examples of alliteration used. (2)

2.8 Refer to the second stanza.

Using your own words, describe THREE different ways in which people reacted at that time. (3)

2.9 Refer to the last stanza. Is the following statement TRUE or FALSE? Quote a line to support your answer. The speaker was one of the few people who enjoyed the period of time described in this poem. (2)

2.10 At the present time in our history, do you think the poet’s prayer has been answered? Discuss your view. (2)

[17½]
SHORT STORIES

Tips on The Short Story

- It is important to read and re-read the prescribed stories. It is only through repetition that you will be able to do well in the contextual questions, because it helps you to know the content of the stories thoroughly.
- Make a summary of each short story where you can include the following:

  Author  
  Background and Setting  
  Themes  
  Characters  
  Plot  
  Symbols  
  Language / Style
An example of a summary of *The Deep River* by Bessie Head is given on the next page.

**Themes:**
1) The individual vs the group: Individual actions vs the unity of the tribe
2) Gender issues: Looking at the fact that women had no choices and men had to act in a "manly" way
3) Romantic Love: Love that was seen as something only woman can feel

**Background and setting:**
The African Kingdom of Monemapee: a traditional African village with the normal African rituals and beliefs

**Symbols:**
River is the central symbol and the title of the story - source of life for the tribe

**Plot:**
Told by an omniscient character (narrator who is "everywhere" and can experience and comment on all the actions and thoughts)

**Characters:**
Sebembele: Individual, faces a problem and choices
Rankwana: Tries to act as individual
The Tribe: More important than the individuals

**Language/Style:**
Narrated in the style of the ORAL TRADITION - involves rhythm and repetition, e.g. "the people"

**SHORT STORIES QUESTIONS**

**Question 1** (Adapted from Nov 2011 P2, Question 11)

*Manhood* – John Wain
The main message of the story is that parents should not put too much pressure on their children.
Write an essay in which you discuss this statement. In your answer refer to specific incidents in the story.
In your essay you may consider the following ideas, among others:
- Why Mr Willison puts pressure on Rob
- The effect this pressure has on Rob
- Lessons that can be learnt by Rob and Mr Willison

Length: 250–300 words
Question 2 (Adapted from Nov 2011 P2, Question 8)

The Dube Train – Can Themba

[The narrator describes the reactions of the passengers.]

Our caveman lover was still at the girl while people were changing from our train to the Westgate train in New Canada. The girl wanted to get off, but the tsotsi would not let her. When the train left the station, he gave her a vicious slap across the face so that her beret went flying. She flung a leg over me and rolled across my lap in her hurtling escape. The tsotsi followed, and as he passed me he reeled with the sway of the train.

To steady himself, he put a full paw in my face. It smelled sweaty-sour. Then he ploughed through the humanity of the train, after the girl. Men gave way shamelessly, but one woman would not take it. She burst into a spitfire tirade that whiplashed at the men.

"Lord, you call yourselves men, you poltroons! You let a small ruffian insult you. Fancy, he grabs at a girl in front of you – might be your daughter – this thing with the manner of a pig! If there were real men, here, they’d pull his pants off and give him such a leathering he’d never sit down for a week. But, no, you let him do this here; tonight you'll let him do it in your homes. And all you do is whimper, 'The children of today have never no respect!' Sies!"

2.1 Refer to the story as a whole. Is the following statement TRUE or FALSE?
The narrator’s journey was dull and uneventful.
Give a reason to support your answer. (2)

2.2 Refer to line 1.
(a) Who is 'our caveman lover’? (1)
(b) Why is this person described as a 'caveman’? (1)
(c) Quote ONE word from paragraph 2 which shows that the narrator is comparing the 'caveman' to an animal. (1)

2.3 Refer to line 6.
What caused the 'caveman' to reel? (1)

2.4 Refer to line 11.
Using your own words, explain why the woman calls the men 'poltroons'. (1)

2.5 Refer to paragraph 3 of the extract.
Quote FOUR consecutive words to show that the woman believes that the men have strong fatherly instincts. (1)
2.6 Refer to line 16. What does the use of the word 'Sies!' suggest about the woman's feelings? (1)

2.7 Later in the story, the attacker draws a knife when the big man confronts him. How do the following people react when they see the knife?

(a) The woman (1)
(b) The male passengers (1)

2.8 The big man, who has been sitting quietly all the time, comes to life because of the incident described in the extract.

(a) Why, do you think, does he not react when the tsotsi attacks the young girl? State TWO points. (2)
(b) What causes the big man's violent reaction later? (2)

2.9 Do you feel sorry for the attacker who is flung from the train and probably killed? Explain your answer. (2)

2.10 The passengers on the Dube train choose not to get involved when the tsotsi attacks the girl. They also do nothing when he is flung from the train. Why do you think this is the case? Discuss your view. (2)